



# CAPTAIN

California Autism Professional Training  
and Information Network

[www.captain.ca.gov/handouts.html](http://www.captain.ca.gov/handouts.html)

**what's  
new!**

 **Hot Topics**



## CAPTAIN SUMMITS DECEMBER 2016 & JANUARY 2017

Developed by Ann England, M.A., CCC-SLP-L  
CAPTAIN Leader  
December/January 2016-2017 Summits



# PRESENTERS / CONTRIBUTORS

## CDE:

- **Ann England**, Assistant Director, Diagnostic Center, CDE

## DDS:

- **Emily Woolford**, Assistant Chief, Early Start & Health Services Section, DDS
- **Christine Bagley**, Community Program Specialist II, DDS, Early Start and Health Services Section

## UNIVERSITY:

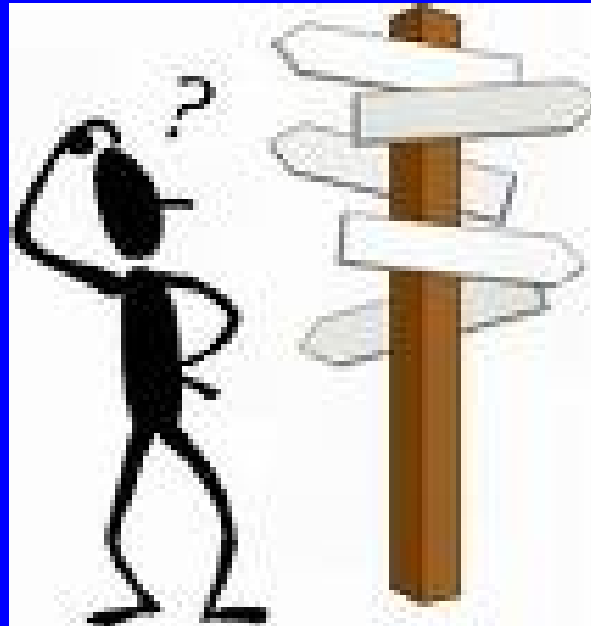
- **Jessica Surheinrich**, Assistant Professor of Special Education, San Diego State University
- **Samantha Thompson & Brittani Phillips Hilscher**, SPARK Project Coordinators, UC Davis

## REGIONAL CENTERS:

- **Soryl Markowitz**, LCSW, Westside Regional Center

How many results do you think you would  
get if you did a  search for:

“AUTISM TREATMENT”?



AUTISM TREATMENT



All

News

Images

Books

Videos

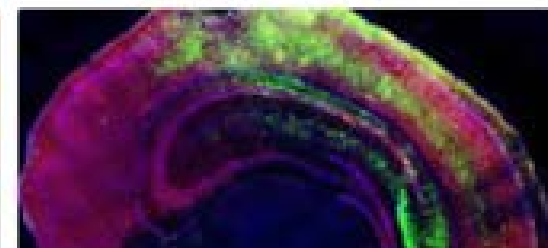
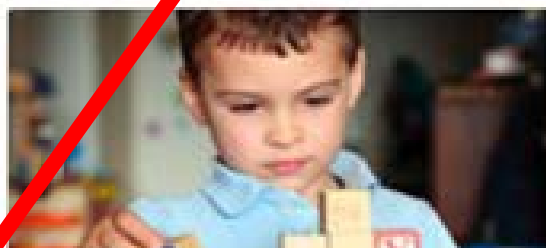
More

Settings

Tools

About 47,200,000 results (0.74 seconds)

Top stories



**Results 47,200,000 for “AUTISM TREATMENT”!!!!  
(January 26, 2017)**

autism, researchers  
claim

Fox News · 1 day ago

Columbus Dispatch · 2 days ago

up genes | spectrum

Spectrum · 15 hours ago

→ [More for autism treatment](#)

# Education Update



# Number of Students with ASD Increasing

## CA Department of Special Education Special Education Enrollment by Age & Disability

December 2009-2010 Reporting Cycle=59,592

December 2010-2011 Reporting Cycle=65,815

December 2011-2012 Reporting Cycle=71,702

December 2012-2013 Reporting Cycle=78,624

December 2013-14 Reporting Cycle=84,713

December 2014-2015 Reporting Cycle: 90,794



**December 2015-16 Reporting Cycle**

**97,156 Students**

**[13.2% of Special Education Students in CA]**



**Source: [www.cde.ca.gov/ds](http://www.cde.ca.gov/ds)**



Special Education Enrollment by Age and Disability  
Statewide Report

	Intellectual Disability	Hard of Hearing	Deaf	Speech or Language Impairment	Visual Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Deaf-Blindness	Multiple Disability	Autism	Traumatic Brain Injury	Total
Age	(MR)	(HH)	(DEAF)	(SLI)	(VI)	(ED)	(OI)	(OHI)	(SLD)	(DB)	(MD)	(AUT)	(TBI)	
0	62	380	64	29	21	0	76	267	0	*	29	0	*	
1	121	566	85	234	87	0	210	623	0	*	102	*	*	
2	188	520	123	904	113	*	198	807	*	*	117	65	*	
3	904	359	121	11,927	93	*	415	842	51	*	249	4,552		15
4	1,163	380	142	17,229	84	12	467	1,071	115	*	245	6,136		24
5	1,625	435	177	19,544	138	87	560	1,396	643	*	286	7,066		45
6	2,005	493	170	21,929	162	255	589	2,338	2,676	*	363	7,196		54
7	2,161	541	180	21,237	211	556	643	3,640	7,415	*	376	7,306		68
8	2,383	621	203	18,150	219	861	668	4,983	14,702	*	389	6,977		81
9	2,503	668	207	14,216	262	1,175	713	6,425	21,856	*	404	6,715		95
10	2,719	731	181	10,830	218	1,496	706	7,058	26,269	*	343	6,636		95
11	2,675	696	175	7,496	231	1,623	649	7,406	29,009	*	361	6,480		104
12	2,728	673	214	5,010	263	1,858	638	7,515	29,304	11	428	6,499		98
13	2,697	624	203	3,476	262	2,114	664	7,356	28,626	*	350	5,874		112
14	2,752	566	222	2,335	249	2,467	692	7,206	28,299	*	336	5,520		137
15	2,777	621	214	1,803	266	2,937	739	7,245	28,735	*	388	5,120		140
16	2,784	561	217	1,479	255	3,326	714	7,014	27,746	*	346	4,615		158
17	2,863	563	241	1,286	253	3,366	732	6,391	27,303	*	339	4,350		197
18	2,431	208	152	498	126	1,489	532	2,734	12,311	*	325	2,349		114
19	2,181	56	66	78	49	426	380	560	2,137	*	261	1,334		62
20	1,949	37	43	32	55	161	374	284	719	*	284	1,153		55
21	1,955	25	43	28	48	89	321	171	324	*	261	1,040		37
22	287	*	*	*	*	13	65	29	54	*	38	173		*

\* Denotes  
values under  
11

734,422

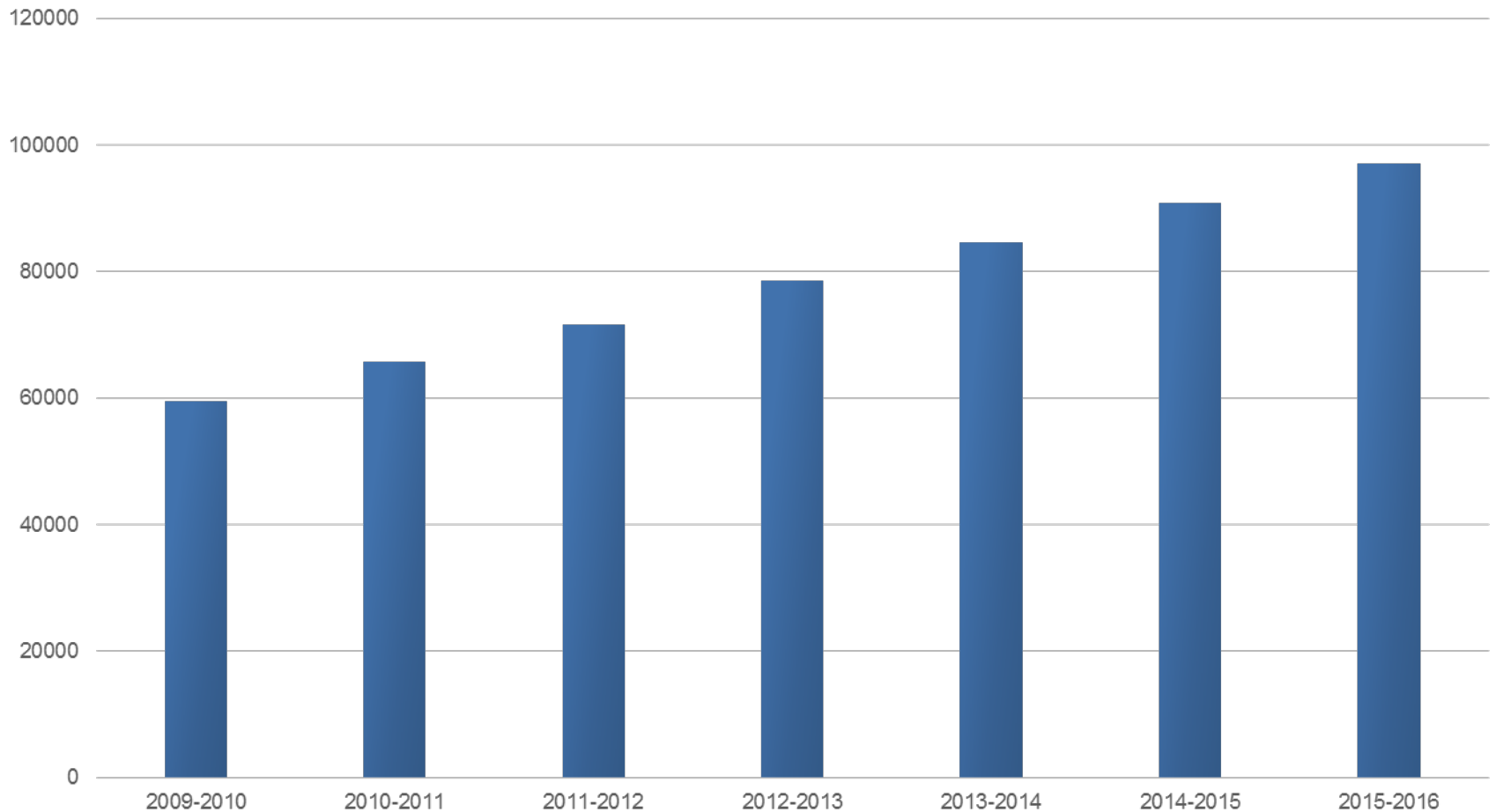


Autism=  
97.156

Source:<http://data1.cde.ca.gov/dataquest/>

# Prevalence of ASD in CA Schools

(Number of students receiving Special Education Services)





# What's New from NPDC?




**NEW!**

# AFIRM

## Autism Focused Intervention Resources and Modules

<http://autismpdc.fpg.unc.edu/npdc-resources>

afirm.fpg.unc.edu/afirm-modules



**AFIRM** Autism Focused Intervention Resources and Modules


[My Account](#) | [Logout](#)  
You are logged in.  
Need help? Visit the [FAQs](#) section

[AFIRM Modules](#) | [Learn with AFIRM](#) | [Selecting EBPs](#) | [Resources](#)

### Prompting

Use prompting to reduce incorrect responding as learners with ASD acquire new skills.

[Learn more about Prompting](#)



## AFIRM Modules

**New EBP Learning Modules!**

AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download.

Visit the [Learn with AFIRM](#) section to find out more.

[Available EBP Modules](#)

# AFIRM

## Autism Focused Intervention Resources and Modules

Each AFIRM module provides:



Key components of an EBP including the various approaches that can be used with learners with ASD



Behaviors and skills that can be addressed using the practice



A step-by-step process for applying the practice



Specific resources that you can download and customize for your own use



An option to earn a free certificate for professional development

Visit [Learn with AFIRM](#) to find out more.

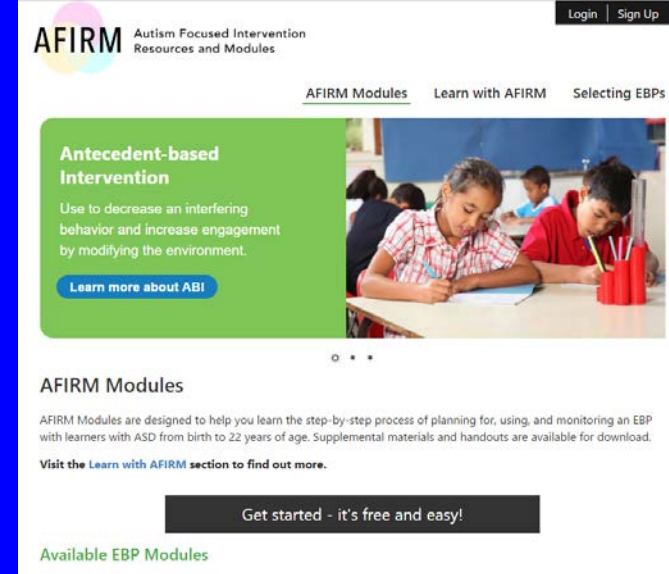
**[www.captain.ca.gov](http://www.captain.ca.gov)**

**<http://afirm.fpg.unc.edu/afirm-modules>**

# AFIRM Modules

[15 of 27 EBPs Available as of 01/26/17]

1. ABI Antecedent-based Intervention
2. DTT Discrete Trial Training
3. ECE Exercise
4. FBA Functional Behavior Analysis
5. MD Modeling
6. PMII Peer-Mediated Instruction and Intervention
7. PECS Picture Exchange Communication System
8. PP Prompting
9. R+ Reinforcement
10. SM Self-management
11. SN Social Narratives
12. SST Social Skills Training
13. TA Task Analysis
14. TD Time Delay
15. VS Visual Supports

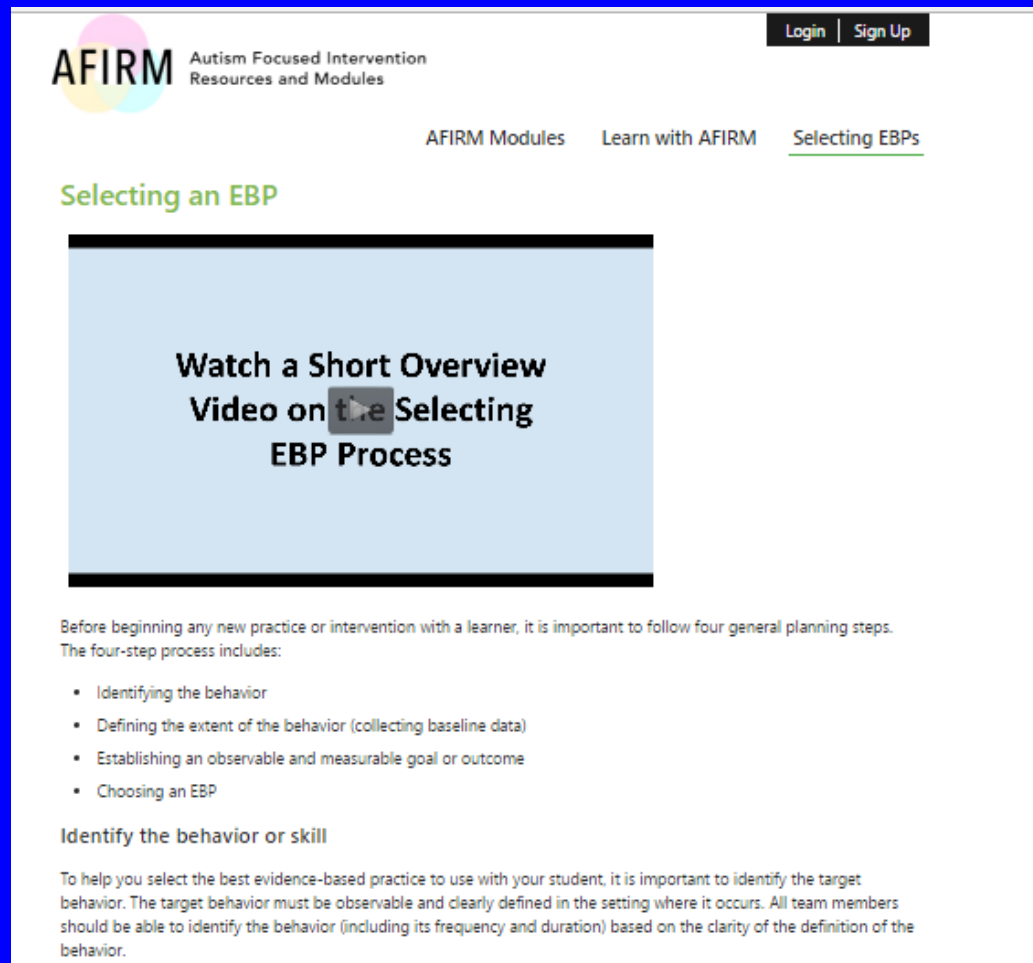


**Upcoming:**  
SM Structured Play  
VM Video Modeling  
SC Scripting

# New AFIRM Learning Module!

## How to Select an EBP

<http://afirm.fpg.unc.edu/selecting-ebp>



The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo with the text 'Autism Focused Intervention Resources and Modules'. To the right are 'Login' and 'Sign Up' buttons. Below the header is a navigation bar with 'AFIRM Modules', 'Learn with AFIRM', and 'Selecting EBPs' (which is underlined). The main heading is 'Selecting an EBP'. Below this is a large video player area with the text 'Watch a Short Overview Video on the Selecting EBP Process'. Under the video, there is a paragraph: 'Before beginning any new practice or intervention with a learner, it is important to follow four general planning steps. The four-step process includes:'. This is followed by a bulleted list: 'Identifying the behavior', 'Defining the extent of the behavior (collecting baseline data)', 'Establishing an observable and measurable goal or outcome', and 'Choosing an EBP'. Below the list is the section 'Identify the behavior or skill' with a paragraph explaining the importance of identifying the target behavior.

**AFIRM** Autism Focused Intervention Resources and Modules

Login | Sign Up

AFIRM Modules Learn with AFIRM Selecting EBPs

### Selecting an EBP

**Watch a Short Overview Video on the Selecting EBP Process**

Before beginning any new practice or intervention with a learner, it is important to follow four general planning steps. The four-step process includes:

- Identifying the behavior
- Defining the extent of the behavior (collecting baseline data)
- Establishing an observable and measurable goal or outcome
- Choosing an EBP

**Identify the behavior or skill**

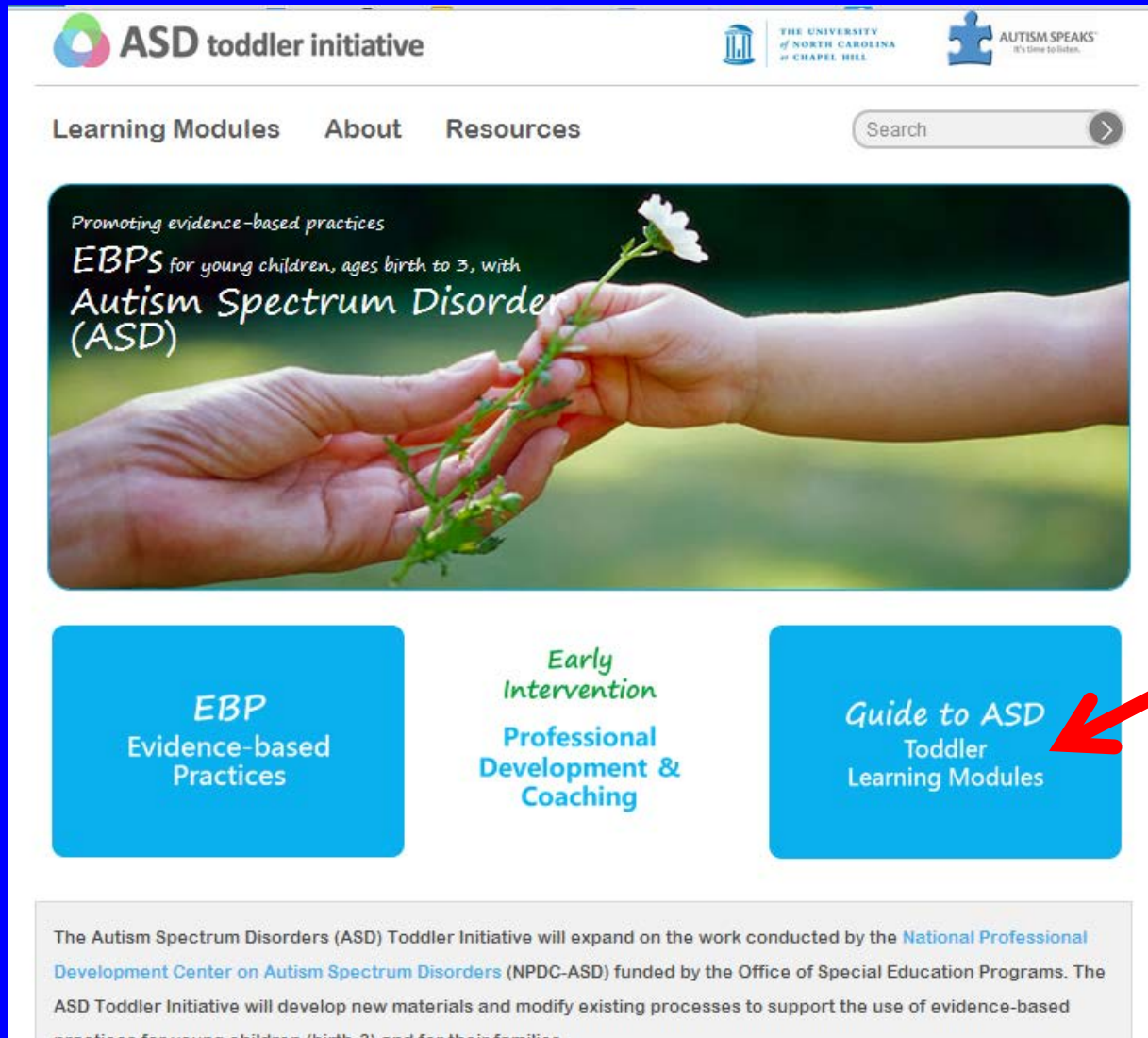
To help you select the best evidence-based practice to use with your student, it is important to identify the target behavior. The target behavior must be observable and clearly defined in the setting where it occurs. All team members should be able to identify the behavior (including its frequency and duration) based on the clarity of the definition of the behavior.

**NEW!**

# SELF LEARNING MODULES FOR TODDLERS!

## NPDC-ASD Early Start Website

<http://asdtoddler.fpg.unc.edu>



The screenshot shows the homepage of the ASD toddler initiative website. At the top, there is a navigation bar with the logo "ASD toddler initiative" on the left, and logos for "THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL" and "AUTISM SPEAKS" on the right. Below the navigation bar, there are three main sections: "Learning Modules", "About", and "Resources". A search bar is located to the right of these sections. The main content area features a large image of two hands holding a small white flower, with the text "Promoting evidence-based practices EBPs for young children, ages birth to 3, with Autism Spectrum Disorder (ASD)". Below this image, there are three blue buttons: "EBP Evidence-based Practices", "Early Intervention Professional Development & Coaching", and "Guide to ASD Toddler Learning Modules". A red arrow points to the "Guide to ASD Toddler Learning Modules" button. At the bottom, there is a paragraph of text about the initiative's expansion and goals.

ASD toddler initiative

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

AUTISM SPEAKS It's time to listen.

Learning Modules About Resources

Search

Promoting evidence-based practices  
EBPs for young children, ages birth to 3, with  
Autism Spectrum Disorder (ASD)

EBP  
Evidence-based Practices

Early Intervention  
Professional Development & Coaching

Guide to ASD  
Toddler Learning Modules

The Autism Spectrum Disorders (ASD) Toddler Initiative will expand on the work conducted by the [National Professional Development Center on Autism Spectrum Disorders](#) (NPDC-ASD) funded by the Office of Special Education Programs. The ASD Toddler Initiative will develop new materials and modify existing processes to support the use of evidence-based practices for young children (birth-3) and for their families.

# Another Excellent EBP Resource for Older Individuals with ASD



The screenshot shows the CSESA website with the following content:

- Navigation:** ABOUT THE CENTER, RESEARCH, RESOURCES, MATERIALS.
- Hero Section:** A large image of a graduation cap with a tassel. Text on the right: "The Center on Secondary Education for Students with Autism Spectrum Disorders". Below this, a description of the center's mission and a "LEARN MORE >" button.
- Statistics:** Three green boxes with white text: "700+ students and families participated in CSESA research activities", "60 60 schools currently involved in the CSESA study", and "20+ resources available for educators, families, and students".
- Recent Research Activities:** A list of three research activities with download links: "Transition Planning for High School Students with ASD: Measuring Student, Parent, and Teacher Perspectives", "Quality of High School Programs for Students with ASD in the United States", and "Transitioning Together: A Family-Centered Transition Intervention for High School Students with ASD".
- Key Resources:** A list of three resources with download links: "Understanding Autism Professional Development Curriculum", "Autism at-a-Glance: Supporting Functional Communication in High School", and "Secondary School Success Checklist".

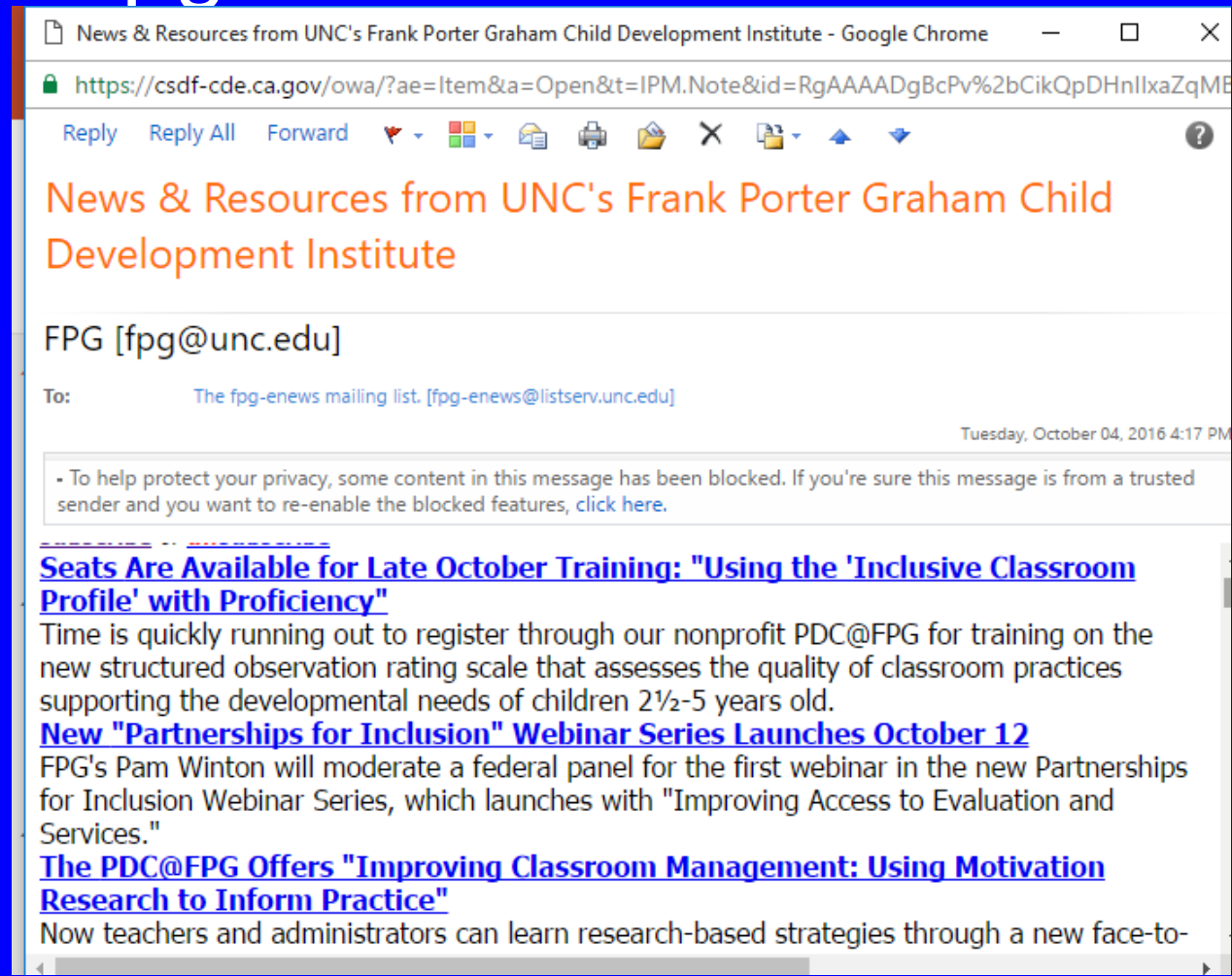
[www.captain.ca.gov](http://www.captain.ca.gov)  
<http://csesa.fpg.unc.edu>



# SUBSCRIBE!

## Stay Up-To-Date!

<http://fpg.unc.edu/subscribe-eneews>





NEW!

# New Goal Attainment Scaling (GAS) Form

## Goal Attainment Scaling Form

Student Name: \_\_\_\_\_

Date Developed: \_\_\_\_\_ Developed by: \_\_\_\_\_

0	Present Level of Performance		DATE:
1	Initial Objective		DATE:
2	Secondary Objective		DATE:
3	Annual Goal		DATE:
4	Exceeds Annual Goal		DATE:

NOTES:

# Old Goal Attainment Scaling (GAS) Form

<b>Much More Than Expected (+2)</b>	
<b>More Than Expected (+1)</b>	
<b>Expected Outcome (0)</b>	
<b>Less Than Expected (-1)</b>	
<b>Much Less Than Expected (-2)</b>	

# Want to see examples of how to use the Goal Attainment Scaling (GAS) Form?



ABOUT THE CENTER

RESEARCH

RESOURCES

MATERIALS

## High School Case Studies

The high school case studies are designed to supplement learning resources developed by the National Professional Development Center on Autism Spectrum Disorders (NPDC) and the OCALI Autism Internet Modules.

**EBP HIGH SCHOOL CASE STUDIES**

Select a Case Study below to begin:

Related case study files available for download:

**EBP: Visual Supports**

**EVIDENCE-BASED PRACTICE (EBP)**  
**High School**  
**Case Study:**  
**Visual Supports**

**Visual Supports case study files:**

- Visual Supports Case Study GAS form [PDF]
- Visual Supports Sample Data Sheet [PDF]

<http://cseesa.fpg.unc.edu/sites/all/themes/cseesa/images/ebp.png> Visual Supports EBP Brief

Having difficulty viewing? View Technical Requirements

**EBP: Prompting**

**EVIDENCE-BASED PRACTICE (EBP)**  
**High School**

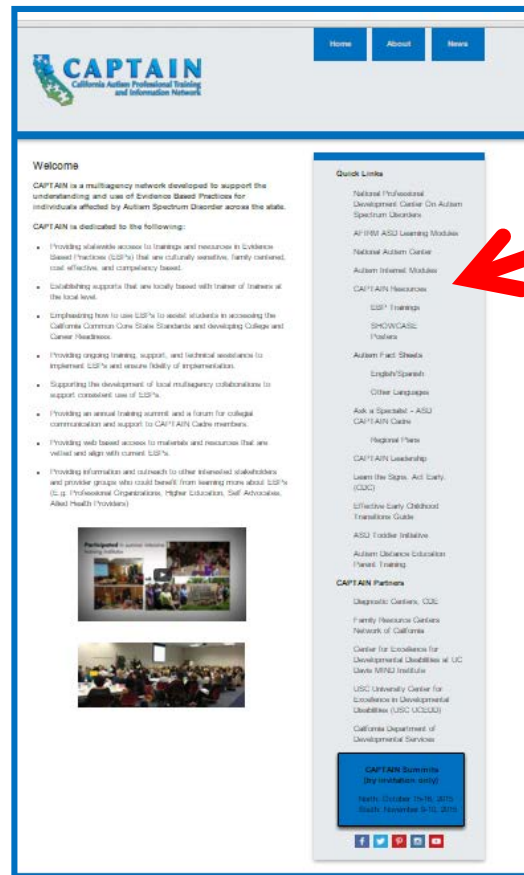
**Prompting case study files:**

- Prompting Case Study GAS form [PDF]
- Prompting Sample Data Sheet [PDF]

<http://cseesa.fpg.unc.edu/high-school-case-studies>

# Yes!

## The new Goal Attainment Scale (GAS) form is on the CAPTAIN website in Resources!



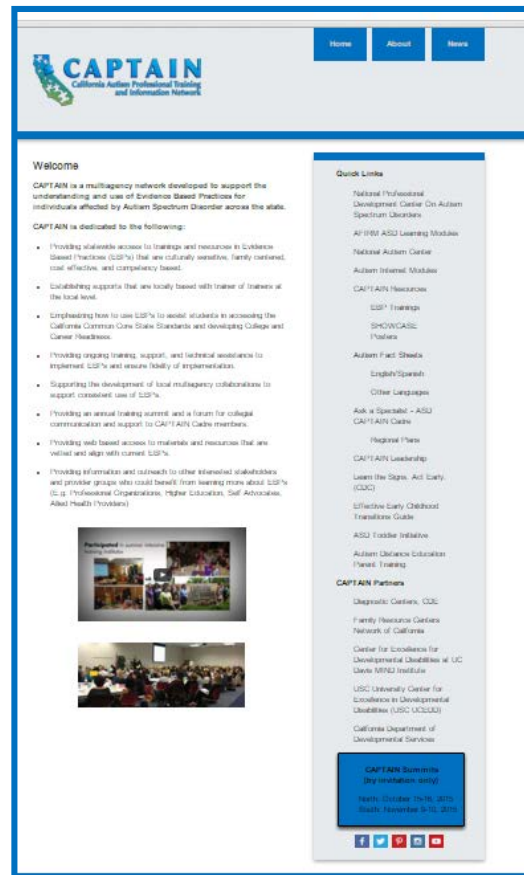
# NPDC Made the EBP Matrix!

**Matrix of Evidence-based Practices by Outcome and Age**

EBP - Evidence-based Practice	Social			Communication			Joint Attention			Behavior			School-Readiness			Play			Cognitive			Motor			Adaptive			Vocational			Mental			Academic		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22
Antecedent-based Interventions (ABI)																																				
Cognitive Behavioral Intervention (CBI)																																				
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)																																				
Discrete Trial Training (DTT)																																				
Exercise (ECE)																																				
Extinction (EXT)																																				
Functional Behavior Assessment (FBA)																																				
Functional Communication Training (FCT)																																				
Modeling (MD)																																				
Naturalistic Intervention (NI)																																				
Parent-implemented Interventions (PII)																																				
Peer-mediated Instruction and Intervention (PMII)																																				
Picture Exchange Communication System (PECS)																																				
Pivotal Response Training (PRT)																																				
Prompting (PP)																																				
Reinforcement (R+)																																				
Response Interruption/Redirection (RIR)																																				
Scripting (SC)																																				
Self-management (SM)																																				
Social Narratives (SN)																																				
Social Skills Training (SST)																																				
Structured Play Group (SPG)																																				
Task Analysis (TA)																																				
Technology-aided Instruction and Intervention (TAII)																																				
Time Delay (TD)																																				
Video Modeling (VM)																																				
Visual Support (VS)																																				

# Yes!

## The new NPDC Matrix is on the CAPTAIN website in Resources!



# An Introductory Letter



Dear Colleague,

The California Autism Professional Training and Information Network (CAPTAIN) is a multiagency network developed to support the understanding and use of Evidence Based Practices (EBPs) for individuals affected by Autism Spectrum Disorder across the state.

One of the goals of CAPTAIN includes, providing information and outreach to interested stakeholder groups who could benefit from learning more about Autism and EBPs.

Given higher education faculty and students are a critical stakeholder in our mission, our local CAPTAIN Cadre Members would like to offer a brief presentation on Autism and Evidence Based Practices to your faculty and/or the future educators/providers who are involved in your preparation programs. The length of the presentation can be adapted to fit the length of your meeting or class. Faculty we have worked with in the past have found the knowledge and clinical expertise presented by our CAPTAIN Cadre Members to be helpful for their own professional development and as a resource to their students.

If you would like more information about CAPTAIN resources or are interested in having one of your local CAPTAIN Cadre Members provide a presentation to faculty or students, please contact [autismebp@gmail.com](mailto:autismebp@gmail.com) or check out information on our website at [www.captain.ca.gov](http://www.captain.ca.gov).

Thank you,

CAPTAIN Leadership Team

Yes!  
It's on the  
CAPTAIN  
Website in  
Resources!



# State Level Updates

## Department of Developmental Services (DDS)

Emily Woolford, Assistant Chief, Early Start & Health Services Section, DDS

Christine Bagley, Community Program Specialist II, DDS, Early Start and Health Services Section

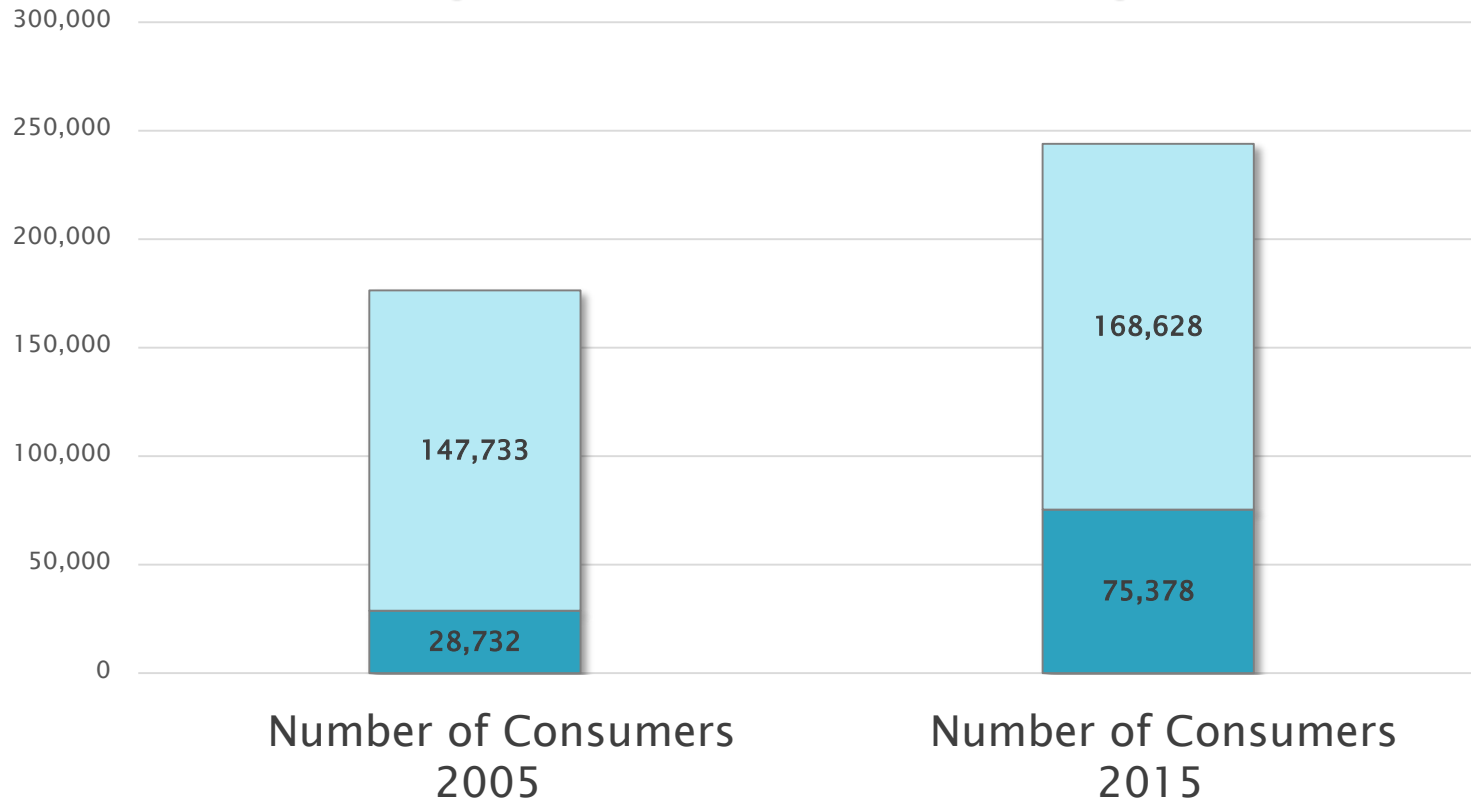
- Autism Caseload Update
- SSIP/ "Take a Minute" Campaign

DEPARTMENT OF DEVELOPMENTAL SERVICES  
(DDS)



# Number of Consumers with Autism

## January 2005 and January 2015



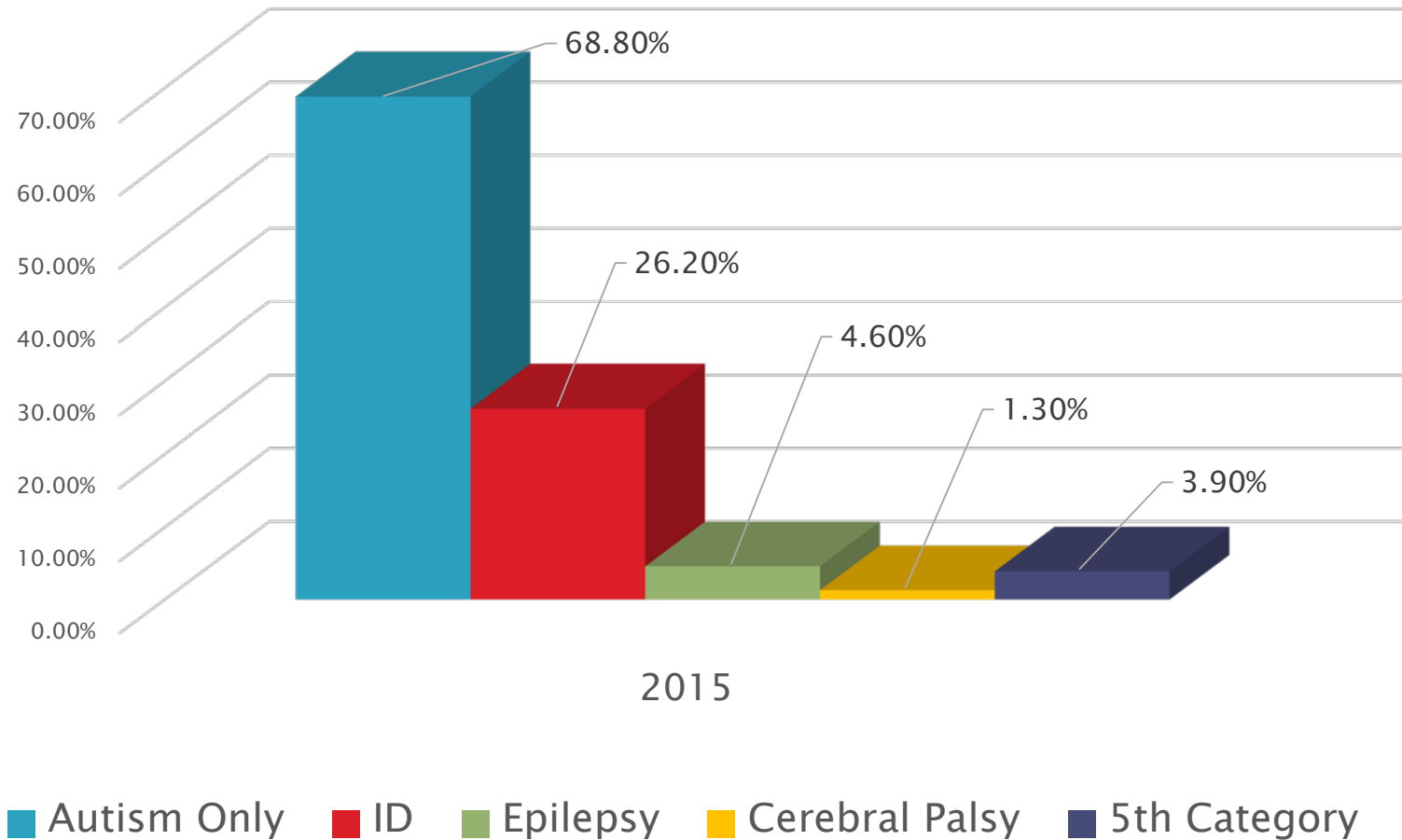
□ Does Not Have Autism

■ Has Autism

# Number of Consumers with Autism January 2005 and January 2015

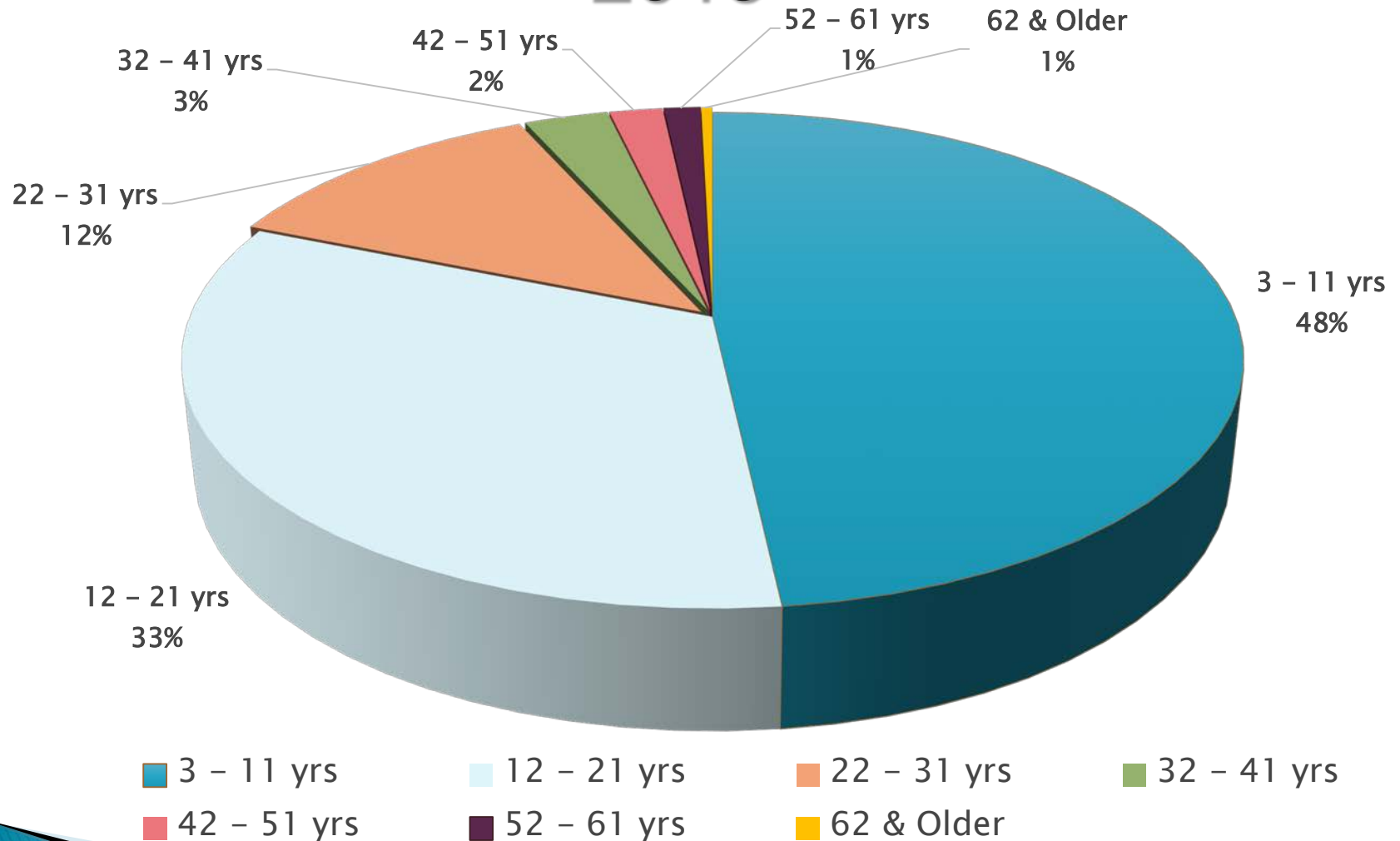
	January 2005		January 2015	
Has Autism	Number of Consumers	Percentage of Total	Number of Consumers	Percentage of Total
Yes	28,732	16.3%	75,378	30.9%
No	147,733	83.7%	168,628	69.1%
Total Consumers	176,465	100.0%	244,006	100.0%

# Consumers with Autism and Co-occurring Developmental Disabilities



Total Number of Consumers with Autism  
2015: 75,378

# Consumers with Autism by Age Group 2015



# State Systemic Improvement Plan (SSIP)

- ▶ The SSIP is a multi-year, achievable plan to increase the percentage of infants and toddlers with disabilities in California who will substantially increase their rate of growth in positive social-emotional skills (including social relationships) by the time they exit the early intervention program.

# TAKE A MINUTE...

# Relationships **Matter!**

- Best Practices Provider Checklist
- Parent Flyer
- Video
- Early Start Online Open Access



<http://http://earlystartneighborhood.ning.com//>

**Centers for Medicare & Medicaid Services  
(CMS)**

**regulations / rules  
for**

**Home and Community-Based Services  
(HCBS)**

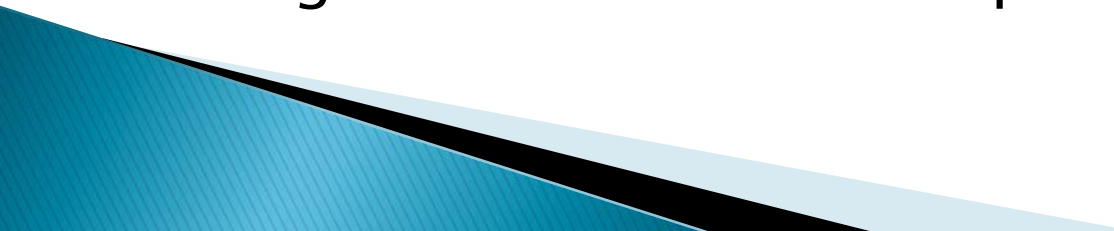
Soryl Markowitz, LCSW, Westside Regional Center

**Final Rule**

**Transition Funding**



# Final Rule

- ▶ Issued in January, 2014
  - ▶ State Transition Plans
  - ▶ Programs funded need to provide service recipients full access to the benefits of community living
  - ▶ Ensures individuals' rights of privacy, dignity, and respect; Freedom from coercion and restraint
  - ▶ Services and supports to focus on the nature and quality of individuals' experiences, but optimizing autonomy and independence in making life choices.
  - ▶ **Person Centered Planning**
  - ▶ Programs must be in compliance by **March 2019**
- 



# Person Centered Planning Community Inclusion & Competitive Integrated Employment

- ▶ Services directed by the individual and people they choose
- ▶ Includes preferences and plan to achieve goals
- ▶ Encompasses the full participation of all people in community life
- ▶ Accommodates any person with a disability without restrictions or limitations of any kind
- ▶ Work performed by people with disabilities, in an integrated setting, for wages commensurate with non-disabled workers
- ▶ Funds available for programs to access to assist in redesigning their services
- ▶ Requires that individuals do not remain in segregated settings

# **Self Determination**

**Your Life  
Your Way**

# What is Self Determination?

The Self Determination Law was signed by Governor Brown in October, 2013

- \* Allows individuals to choose:
  - \* Services and Supports
  - \* Who provides these services and supports
  - \* Where they are provided
  - \* Requires Person Centered Planning

# Self Determination

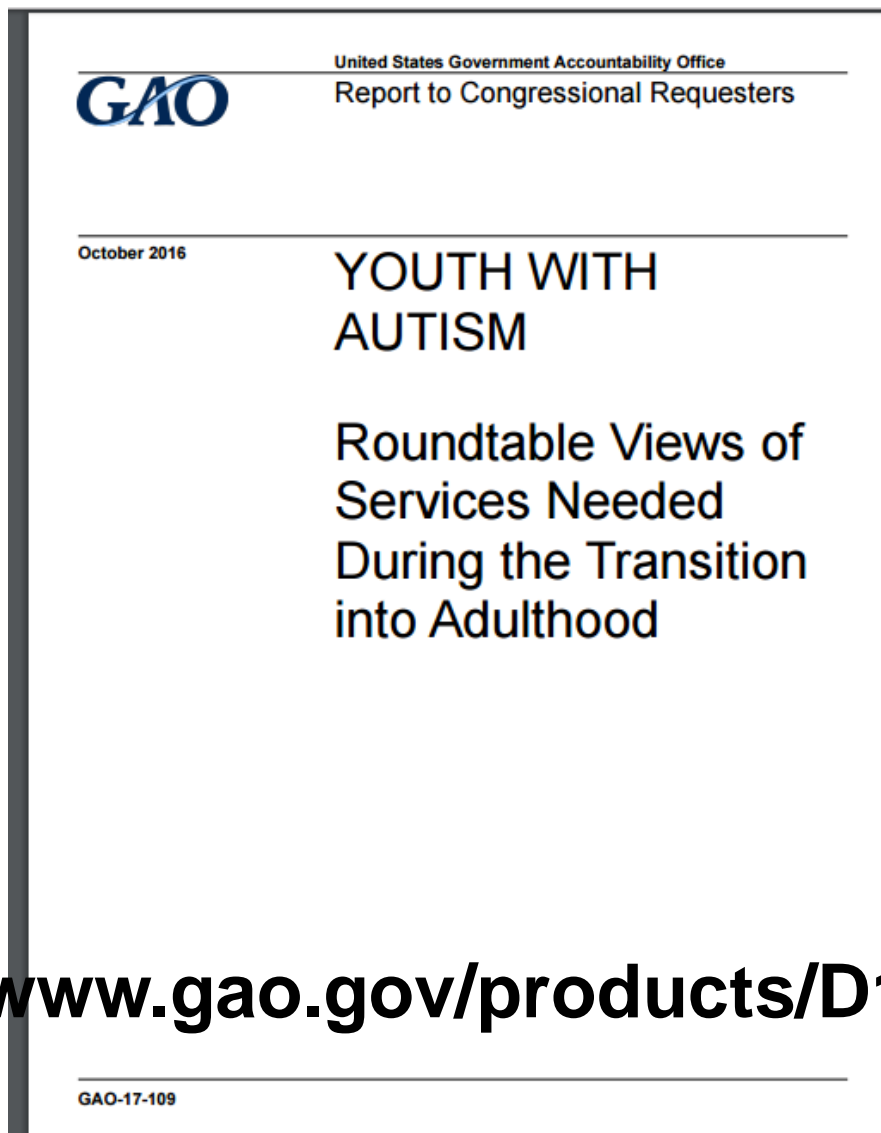
- \* Based on RC spending on the individual in the preceding 12 months
- \* In the first 3 years limits participants to a total of 2500 statewide
- \* Each RC given a specific allotment based on total number of clients
- \* After 3 years anyone can join
- \* Eliminates RC restrictions due to regulation

# GAO REPORT RELEASED

November 17, 2016

(Government Accountability Office)

Ann England



<http://www.gao.gov/products/D14984>

# GAO REPORT RELEASED

November 17, 2016

(Government Accountability Office)

- About what?
  - Services Needed During the Transition into Adulthood for Youth with ASD
- Why did they do this study?
  - About a half a million youth with ASD will enter adulthood over the next decade. As they exit high school, they must obtain services as adults.
- What did the GAO study?
  1. the services and supports transitioning youth with ASD need to attain their goals for adulthood
  2. the characteristics of these services and supports
  3. how youth with ASD can be fully integrated into society

# GAO REPORT RELEASED

## November 17, 2016

- What are the 5 goals ASD youth need?
  1. Education
  2. Employment
  3. Maximizing independent living
  4. Health and safety
  5. Maximizing community integration

# GAO REPORT RELEASED

## November 17, 2016

- What are the 14 service categories?

---

### Key Services Needed to Support Transitioning Youth with Autism Spectrum Disorder

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Behavioral interventions	Mental health care
Case management/ coordination	Postsecondary education planning and supports
Communication services	Residential supports
Day programming	Social supports
Family Education and Supports	Transition Planning Services
Life Skills Education and Experience	Transportation Supports
Medical care	Vocational supports

---

Source: GAO analysis of roundtable discussion. | GAO-17-109



# GAO REPORT RELEASED

## November 17, 2016

- What do services need to be?
  - timely and individualized services that address the variation in autism characteristics and any changes over a person's lifetime
  - equitable access to services regardless of their race, gender, family income, or location.
  - services within youths' local communities in order to foster access and community involvement
  - services should be **evidence-based** and more research into program efficacy is needed

# GAO REPORT RELEASED

November 17, 2016

- How do we improve the ability of youth with ASD to fully integrate into society?
  - Panel cited the need for a new approach to providing supports and better public understanding of autism (e.g., approach would place a shared responsibility for inclusion on both society and youth with ASD)
    - For example, youth with ASD should learn workplace social expectations and meet them to the extent they can, but employers should also recognize that some social rules (i.e., expecting individuals to smile) can be difficult for some individuals with ASD

# Supreme Court Considers How Schools Support Students With Disabilities

## January 11, 2017

- This case is described as the most important case involving public school special education in three decades.
- Stanford Law professor Jeffrey Fisher, is representing a boy with ASD from Colorado and his parents.
- The Question: “What is the level of educational benefit that school districts must confer on children with disabilities to provide them with the free appropriate public education (FAPE) guaranteed by the Individuals with Disabilities Education Act (IDEA)?”



# Supreme Court Considers How Schools Support Students With Disabilities

## January 11, 2017

- A key ambiguity in the law is what qualifies as an “appropriate” education.
- At issue is whether federal law requires public schools to provide more than the bare minimum in special services for children with disabilities
- It now falls on the justices to decide whether to endorse the 10th circuit’s minimal standard for educational equality for disabled students or to articulate a higher standard.



# Hot Topics in Research



Jessica Surheinrich, Assistant Professor of  
Education, San Diego State University

# Long-term Effects of Parent Provided Early Intervention

- Parent mediated early intervention has demonstrated short-term effects on child outcomes
  - Joint engagement
  - Social communication
  - Symbolic play
  - Social imitation
- Until now only a handful of small studies have evaluated longer term outcomes



# Long-term Effects of Parent Provided Early Intervention

*Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomized controlled trial (Pickles et al., 2016)*

- Parent Autism Communication Trial (PACT)
- Follow-up evaluation 5 years after the intervention ended
- Results show differences in
  - ASD severity
  - Child initiations toward parents

# Peer-mediated intervention

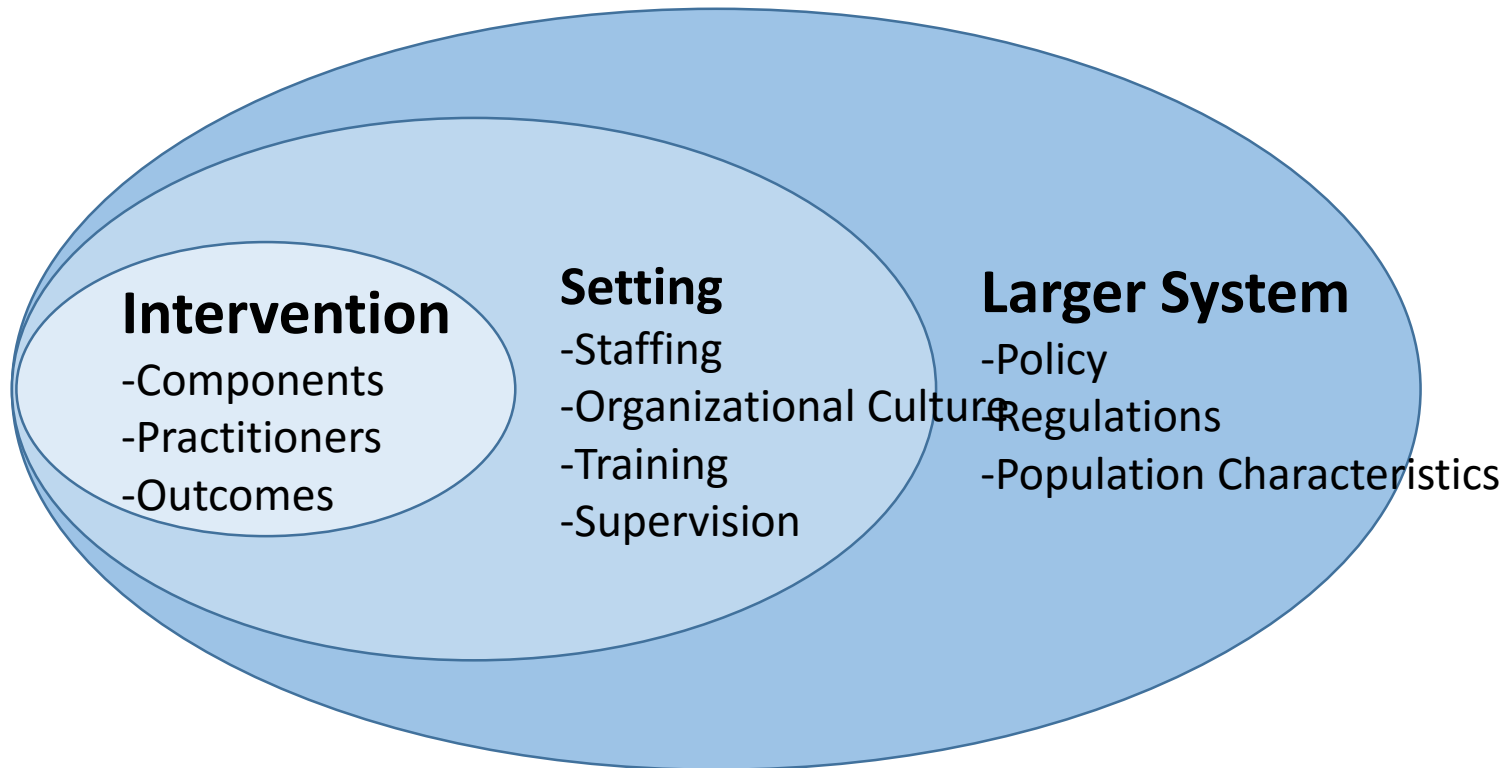
*A systematic review of peer-mediated interventions for children with autism spectrum disorder* (Chang & Locke, 2016)

- Peer mediated interventions (PMI) involve training peers in behavioral and social strategies to engage children with ASD.
- Reviewed studies with experimental group designs
  - 5 studies
  - Children ages 3-17
  - School and camp settings
- Significant increases in social outcomes in 4 of the 5 studies





# Rethinking Sustainability



Adapted from Chambers, Glasgow & St

# Take Aways

- Increased focus on parent training (not just providing information but skill-building)
- Encouraging findings for the effectiveness of PMI in “real-world” group settings
- Growing understanding of organizational and system factors affecting EBP use





# CAPTAIN

## EBP Implementation Award

- CAPTAIN Cadre Members will notify CAPTAIN Leadership using the award form on CAPTAIN website
- CAPTAIN Leadership will send a “CAPTAIN Implementation Award” back to the Cadre member who will forward the award to the individual and also makes sure the SELPA Director, Principal, etc. are informed
- Award will be announced via CAPTAIN Social Media platforms and announced each year at the Summits during “Hot Topics/What’s New in ASD”



**CAPTAIN**

California Autism Professional Training  
and Information Network

# **ACHIEVEMENT OF IMPLEMENTATION FIDELITY**

## **ASD EVIDENCE BASED PRACTICE:**

### **Visual Supports (VS)**

**Awarded To:**


*Christina Ann England*

Room 12, Abbot Elementary School

San Mateo USD

**October 18, 2016**

# CAPTAIN EBP Implementation Nomination Form



**AWARD NOMINATION FORM**  
for  
**ACHIEVEMENT OF IMPLEMENTATION FIDELITY**  
**ASD EVIDENCE BASED PRACTICE**  
[submit to: [aengland@dcn-cde.ca.gov](mailto:aengland@dcn-cde.ca.gov)]

**CAPTAIN CADRE SUBMITTING NOMINATION:**

NAME: \_\_\_\_\_

CAPTAIN REGIONAL GROUP: \_\_\_\_\_

**\*AWARD RECIPIENT:**

NAME: \_\_\_\_\_

POSITION/TITLE (E.G., TEACHER, SLP, ETC.) \_\_\_\_\_

SCHOOL & SCHOOL DISTRICT: \_\_\_\_\_

SELPA: \_\_\_\_\_

MONTH/DATE/YEAR: \_\_\_\_\_

\*WHICH ASD EBP: \_\_\_\_\_

\*The award recipient must have used the NPDC - ASD fidelity implementation checklist for this EBP and demonstrated at least 80% fidelity with the EBP over a period of at least 3 months (i.e., 80% fidelity occurred over a 3-month period of time, not just during a single visit during the 3-month time period).

Yes!  
It's on the  
CAPTAIN  
website in  
Resources!  
😊

# SPARK

Igniting autism research  
Improving lives

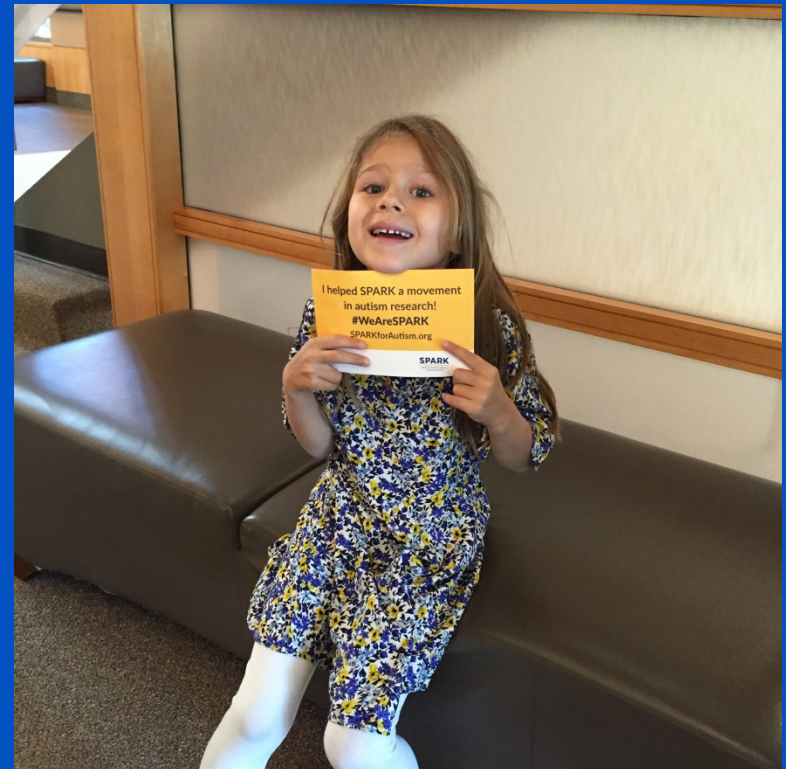


Samantha Thompson  
SPARK Project Coordinator  
UC Davis MIND Institute

# What is SPARK?

**Speed up research and advance our understanding of autism to help improve lives**

- Shape the future of autism research and treatments
- 50,000 participants
- 21 clinical sites



# A landmark autism research project



- Greater need than ever before
- Hundreds of genetic conditions could play a role in autism
- Advances in available treatments
- Improved quality of life

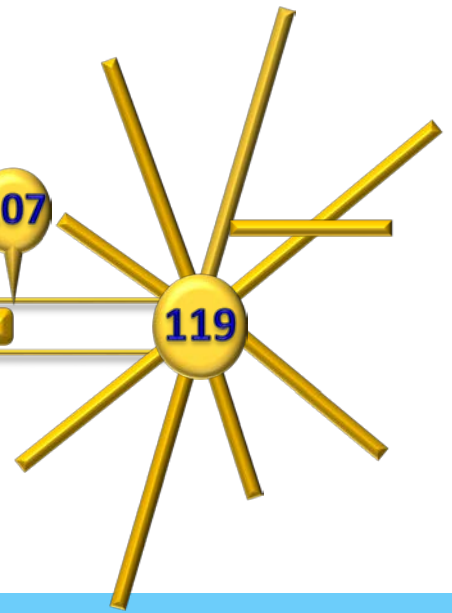


**HELP US REACH OUR GOAL!**



107

119



**SPARK**

Igniting autism research  
Improving lives



**UCDAVIS**  
**MIND INSTITUTE**

# How you can help SPARK

MAILINGS

WEBSITE  
LINKS

EVENTS

EMAIL  
INVITATIONS

RECRUITMENT  
MATERIALS

SOCIAL MEDIA

NEWSLETTERS





UC Davis MIND Institute  
2825 50<sup>th</sup> Street  
Sacramento, CA 95817

You've been invited by the **UC Davis MIND Institute** to register with SPARK, a large, online research partnership that seeks to improve the lives of people with autism through research. You can register online at [www.SPARKforAutism.org/ucd](http://www.SPARKforAutism.org/ucd). The UC Davis MIND Institute is one of a network of clinical sites—autism centers and research institutions—that SPARK has partnered with across the country.

You are receiving this mailing directly from the Valley Mountain Regional Center who would like to invite you to participate in the SPARK Initiative. Valley Mountain Regional Center continues to protect and safeguard your privacy, and SPARK has no access to your personal information without your consent.

To register for SPARK:

- Go to [www.sparkforautism.org/ucd](http://www.sparkforautism.org/ucd)
- If you have already received an email invitation, be sure to register using the email address that this invitation email was sent to

Registration takes about 20-30 minutes, and we'd love to have you on board. As part of your participation in SPARK, we ask that you register and complete a few questionnaires online, and provide a saliva sample using a saliva collection kit that will be shipped directly to your home. Find out more about what's involved on our SPARK FAQ page: <https://sparkforautism.org/portal/page/faq/>

Together, we can improve lives by helping to accelerate research. SPARK sincerely appreciates your time, effort and participation in this landmark research initiative, and we look forward to learning more together!

Sincerely,

Leonard Albeduto

Paul H. Allen



# Can research really change the future of autism?

## You can SPARK research with one click.



Join SPARK – a free study with a simple mission: *speed up research and advance understanding of autism.*



Individuals with autism will receive a \$50 gift card once registration is complete.

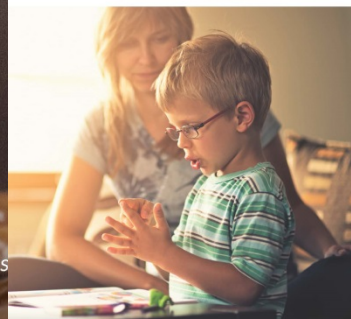


To learn more about SPARK and register online, visit [www.SPARKforAutism.org/UCD](http://www.SPARKforAutism.org/UCD)

### What is SPARK?

- SPARK is a free online study with a simple mission: to speed up research and advance the understanding of autism
- SPARK aims to be the largest study of its kind with the goal of building a community of 50,000 individuals with autism and their families across the nation
- The entire autism community is encouraged to participate, including adults and children diagnosed with autism, as well as their biological parents and siblings
- By dramatically increasing the number of research participants, SPARK aims to help facilitate research that has not yet been possible

An important part of SPARK is the collection of DNA so it can be analyzed to expand our understanding of the role of specific genes in the development of autism. SPARK will ask you to share basic information about your medical and family history, and if you choose, a DNA sample using a saliva collection kit.



SPARK is sponsored by the Simons Foundation Autism Research Initiative (SFARI), a scientific initiative of the Simons Foundation.

### Why Participate in SPARK?

While we are making significant progress learning about autism, we simply don't know enough. By joining SPARK, you're helping accelerate research to find causes and treatments for autism.

Additionally, you may qualify to receive:

- Updates on the latest research
- Access to experts who will arm you with information to help address daily situations
- Results from the analysis of your or your family's DNA, in the event that you opt to receive this information and a genetic cause for autism is identified
- Individuals with autism will receive gift cards valued at up to a total of \$50 for participation

### Register for SPARK Today

To learn more about SPARK and register online via a secure portal, visit [www.SPARKforAutism.org/UCD](http://www.SPARKforAutism.org/UCD). All data provided to SPARK will be stored without any identifying information and kept confidential.

### What to Expect After Registration

After you register, a saliva kit will be shipped directly to your home with clear instructions for collection and return shipping. The kit includes a tube for collecting saliva, as well as an absorbent sponge that can be used for any child who is not able to spit. If you prefer, you can provide a saliva sample in-person by scheduling an appointment at your local clinical site or hospital participating in SPARK.

### Registration Process

- 1 Register at [SPARKforAutism.org/UCD](http://SPARKforAutism.org/UCD)



- 2 Consent to share your data



- 3 Share family history, behavioral and medical information



- 4 Consent to provide a saliva sample



- 5 Provide saliva DNA sample(s)





UCDavisMindInstitute @UCDMINDINST · Oct 11

Want to join the largest research study in US? @UCDMINDINST invites you to go online and #SPARKforAutism.



### UC Davis MIND Institute joins SPARK, nation's lar...

The UC Davis MIND Institute in Sacramento, Calif. today helped launch SPARK, an online research initiative designed to become the largest autism study ever und...

[ucdmc.ucdavis.edu](http://ucdmc.ucdavis.edu)



### UC Davis MIND Institute

@UCDMIND

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UC Davis MIND Institute

July 24 · 🌐

Want to join an autism research study without ever leaving your house? SPARK gives you the opportunity to become part of the biggest autism study ever attempted. By registering online and returning a saliva sample, you can help autism researchers undertake critical studies to advance our understanding of ASD.



### SPARK

Simons Spark

[SPARKFORAUTISM.ORG](http://SPARKFORAUTISM.ORG)

Like Comment Share

26

22 shares



sparkforautism

34 views

sparkforautism We're thrilled to announce that we have more 10,000 individuals with autism SPARK! We cannot thank you for your support over the past 6 months we look forward to continuing our community! #WeAreSPARK

❤ Add a comment...



Want to help us ignite autism research?

Have an idea of how we can work together?

Let us know!

Samantha Thompson

SPARK Project Coordinator

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Brittani Phillips (Hilscher)

SPARK Project Coordinator

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(916) 703-0299



*“Children and families cannot benefit from evidence-based practices that they do not experience”*

*-Fixsen, NIRN, 2006*



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# END

